

Student Supplies

- Computer with Internet
- Magazines and catalogs for images
- Scissors
- Poster board
- Chart paper
- Markers
- Glue

Student Learning Materials

- Key questions to ask when analyzing media messages
- Comparison Shopping Activity
- Is This Really You Collage
- Public Service Announcement
- Can You Be Yourself Assessment Task
- JAMmin Minute®, or One Minute Of Gym (OMOG)
- One Minute of Zen (OMOZ)

Course 3: Leadership in a Diverse World

Module 1: Career Success in a Diverse World

Lesson 3: Define Leadership and Success

Instructor Guide

LESSON 3: Leadership and Success



Why This Lesson Is Important

Now that you have explored careers that interest you it is time to plan how to get there. You will investigate a variety of personal paths to successful leadership and prepare a strategy for building career readiness skills. You will view how others have prepared for the unknown and unexpected (specifically women in the military) and will participate in activities to learn how you too can overcome adversity through adaptability, resiliency, willingness to change, and using your relationship skills. You will assess what you need to enter the global workforce.

What you will DO in This Lesson

- Refine your goals for leadership and success
- Learn the skills and achievements of the Tuskegee Airmen and women in the military and compare their struggles

You will show that you have learned this skill by:

- Identifying leadership skills and adversity of notable Americans
- Writing about how segregation in the armed forces ended
- Reflecting on your personal leadership strengths
- Completing a Personal Listening Inventory
- Analyzing the historic roles of women during times of war
- Comparing struggles of underserved groups

Your performance will be successful when you:

- identify the skills of Tuskegee Airmen
- discuss past and current barriers that impede leadership recognition
- analyze why segregation of Armed Forces was ceased
- reflect on your and others' group personalities
- explain your leadership strengths and listening skills
- relate contributions of women to war efforts
- summarize society's view of women during times of war
- describe how women overcame adversity during times of war
- compare the struggles of African Americans and women as they fought for their place in American society
- describe what is happening today with these groups of people
- analyze how you and one of your heroes would deal with adversity

Things you'll learn along the way:

- Examine the types of challenges successful leaders face in their quest to meet a goal
- Analyze the role the Tuskegee Airmen played in shaping leadership American leadership through adversity
- Identify the historical initiative that stopped segregation in the US Military
- Identify the qualities of a good listener
- Explore the role women played in US military and war time history
- Compare struggles of underserved groups
- How to deal with adversity

Vocabulary

- Success
- Bias
- Compassion
- Courage
- Passive
- Aggressive
- Assertive
- Determined
- Patient
- Positive
- Perseverance
- Yeoman
- Adversity

Module 1

Linked Outcomes

Core Abilities

- Communicate well using spoken language, facial expressions, body language and written techniques
- Take responsibility for your actions and choices
- Apply critical thinking skills
- Build your learning skills

Linked Program Outcomes

- Activate strategies for personal success and a healthy lifestyle
- Think critically to solve problems and make decisions
- Establish yourself as a leader

Linked College and Career Readiness

Anchor Standards

- LA1, LA1D.1, LA4, LA4D.1, LA6, LA6D.1
- SLA1, SLA1D.1, SLA1D.1.b
- WA2D1.d, WA4, WA5, WA9

Linked National PE (NASPE) Standards

- Standards 3, 5, and 6

Linked Council for Social Studies (NCSS)

- Culture
- Time, Community, & Change
- People, Places, Environments
- Power, Authority, & Governance
- Civic Ideals & Practices

Slide 1



PREPARE:

Familiarize yourself with the Part 1 slides of the Lesson Presentation. Associate slides with the Student Learning Activities, allowing them to serve as a guide for you and your students.

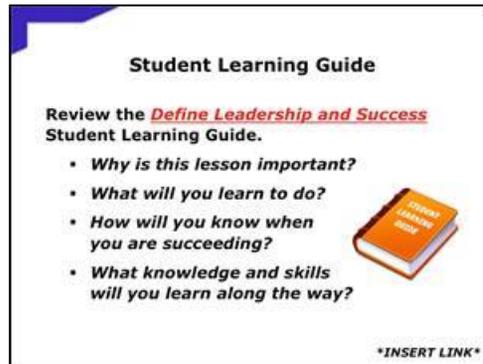
Prep handheld clickers for student use.

2 minute

FACILITATE:

Inform students in this lesson they will be learning about great leaders and groups of leaders and will be developing their own personal paths to successful leadership.

Slide 2



5 minutes

FACILITATE:

Review the Student Learning Guide. Ask students to review Why This Lesson is Important, the Lesson Competency (What you will DO in this lesson), Performance **Standards** (You will show you have learned this skill by), **Assessment** Tasks (Your performance will be successful when you), and **Learning Objectives** (Things you will learn along the way) with their partners.

Randomly select a few students to discuss what they are looking forward to learning in the lesson and why the lesson is important.

_____ 1. Review the *Define Leadership and Success* Student Learning Guide.

Slide 3

Keywords

The accomplishment of an aim or purpose is known as _____.

- A. leadership
- ✓ B. success
- C. innovation
- D. bias



____ 2. Check your understanding of the key words in this lesson.

PREPARE:

Prep handheld clickers for student use.

5 minutes

FACILITATE:

Review the key words you will need to know in this section. How many can you get right? Take some time to ensure students understand the words they are reviewing in this section.

Slide 4

Keywords

Favorable or unfavorable thoughts about something are called _____.

- A. societies
- B. economics
- C. media
- ✓ D. biases



Slide 5

Keywords

Feeling the need to help people who are down on their luck is called _____.

- A. indifference
- ✓ B. compassion
- C. integrity
- D. courage



Slide 6

Keywords

Courage is defined as _____.

- A. sheepish
- ✓ B. able to face fears
- C. scared
- D. All of the above



Slide 7

Keywords

Letting someone boss you around is known as _____.

- ✓ A. passive
- B. aggressive
- C. assertive
- D. None of the above



Slide 8

Keywords

Being pushy and interrupting is known as _____.

- A. passive
- ✓ B. aggressive
- C. assertive
- D. None of the above



Slide 9

Keywords

Speaking up, but listening to others is know as _____.

- A. passive
- B. aggressive
- ✓ C. assertive
- D. None of the above



Slide 10

Keywords

To act with purpose is to be _____.

- A. passive
- B. aggressive
- ✓ C. determined
- D. None of the above



Slide 11

Keywords

To be calm through pain or difficulty _____.

- A. passive
- ✓ B. patient
- C. boring
- D. all of the above



Slide 12

Keywords

To be motivated toward success is to be _____.

- A. passive
- ✓ B. positive
- C. negative
- D. None of the above



Slide 13

Keywords

To continue in an action in the face of difficulty is called _____.

- ✓ A. perseverance
- B. employability
- C. insanity
- D. Aggressiveness



Slide 14

Keywords

A yeoman in the Navy _____.

- A. is an officer
- ✓ B. performs clerical duties
- C. cleans the ships
- D. serves as a nurse



Slide 15

Keywords

Adversity is: _____.

- A. the inability to add or subtract
- ✓ B. an unfortunate circumstance
- C. advances in medicine
- D. transportation in a city



Slide 16

Focusing Question

Successful leadership requires _____.

- A. aggressiveness
- B. good genes
- ✓ C. good listening skills
- D. All of the above



.5 minute
FACILITATE:
 Have students respond to the following Focusing Question.

Slide 17

Learning Activity

J.K. Rowling, the author of *Harry Potter*, spoke about failure to the Harvard graduating class in June 2008.

"You might never fail on the scale I did, but it is impossible to live without failing at something, unless you live so cautiously that you might as well not have lived at all—in which case, you fail by default."



Source: Benjamin Hsu <http://getbusylivingblog.com/famous-people-who-found-success-despite-failures/>

J.K. Rowling, the author of *Harry Potter*, in a speech to the graduating class at Harvard in June 2008 spoke about failures:

2 minutes

FACILITATE:

DISCUSS that the class may have heard of the Harry Potter books written by J.K. Rowling and that she is a very successful person, but she was not always that way. ASK the class to read the quote aloud.

REITERATE that J. K. Rowling became one of the richest women in the world, but it was not easy. As a divorced single mother she wrote her first Harry Potter book on a manual typewriter. Her manuscript was rejected by twelve publishers before Bloomsbury agreed to publish it, but warned her there was little profit to be made in children's books.

Source: Benjamin Hsu <http://getbusylivingblog.com/famous-people-who-found-success-despite-failures/>

"You might never fail on the scale I did, but it is impossible to live without failing at something, unless you live so cautiously that you might as well not have lived at all—in which case, you fail by default."

Slide 18

Learning Activity

Groups

- Some leaders may be unpopular and see things differently
- Some successful leaders fail at first
- Challenges are not roadblocks, but opportunities



PREPARE:

Place students in groups

1 minutes

FACILITATE:

SHOW the class the different ways we can look at challenges.

Slide 19

Learning Activity

- What if she stopped at the first rejection? The fifth? Or the tenth?
- Can the measure of success be shown by how many times someone keeps going despite hearing only "no"?
- Would you have continued to try? How many times?
- How you might feel about rejection and how would you follow through until you succeed?



8 minutes

FACILITATE:

Assign each group one question (if there are more than four groups assign some groups the same question/if less assign one group two questions).

ASK a member from each group to report out on their assigned question(s).

ASK them to come to a consensus as a class regarding how many times they would try to succeed before giving up and what their reasoning would be to quit trying.

____ 3. GET into your groups and answer one of the following questions:

- What if she stopped at the first rejection? The fifth? Or the tenth?
- Can the measure of success be shown by how many times someone keeps going despite hearing only "no"?
- Would you have continued to try? How many times?
- How you might feel about rejection and how you might follow through until you succeed.

Slide 20

Learning Activity

Groups



Success Story

Successful Failures *INSERT LINK*

PREPARE:

Since each group is assigned one or two "successful failures" instead of providing a copy of the handout to each student, you can provide copies of the assigned people to the groups responsible for them.

8 minutes

FACILITATE:

In their groups ASSIGN one or two "Successful Failures" to each group. HAVE students discuss and create (a) examples they observed in the "Successful Failures" handout AND (b) in their own lives from their assigned statements

ASK groups to report out.

Source: Benjamin Hsu <http://getbusylivingblog.com/famous-people-who-found-success-despite-failures/>

____ 4. In your groups READ the "Successful Failures" handout. Report out on the Successful Failure(s) you were assigned.

Slide 21

Learning Activity

Some leaders may be unpopular and see things differently.

Some successful leaders fail at first.

Challenges are not roadblocks, but opportunities.

Some are even crazy enough to think they can change the world, sometimes do.

What would motivate someone to keep trying?

Source: Benjamin Hsu <http://getbusylivingblog.com/famous-people-who-found-success-despite-failures/>

5 minutes

FACILITATE:

POSE the questions on the slide and in the student SLGs to the class. ASK for volunteers or use random student generator to solicit answers.

Source: Benjamin Hsu <http://getbusylivingblog.com/famous-people-who-found-success-despite-failures/>

____5. What does the meaning of this Japanese proverb mean to you: “Fall down seven times, get up eight.”

Slide 22

Learning Activity

What does the meaning of this Japanese proverb mean to you: “Fall down seven times, get up eight.”



Source: Presentation Zen <http://www.presentationzen.com/presentation/2011/11/fall-down-seven-times-get-up-eight-the-power-of-japanese-resilience.html>

5 minutes

FACILITATE:

POSE the questions on the slide and in the student SLGs to the class. ASK for volunteers or use random student generator to solicit answers.

The earthquake in Japan in 2011 was devastating. However, the people did not whine or complain. Reporters were amazed. According to Anderson Cooper, a CNN reporter, even after waiting hours in line for supplies and being told there were no more, the people were accepting and cooperative. Imagine!

Japanese are known to bounce back and grow stronger with each disaster. Their culture fosters toughness and such sayings as “Fall down seven times, get up eight,” reflect that attitude. They stick to a task until it is completed regardless of the obstacles. It is easy to be nice in good times, but the true test of character is someone who is pleasant when times are not good.

Has there been a time when you were knocked down and got back up? Do you whine and complain if things do not go your way, or do you accept that bad things happen and work to make them better?

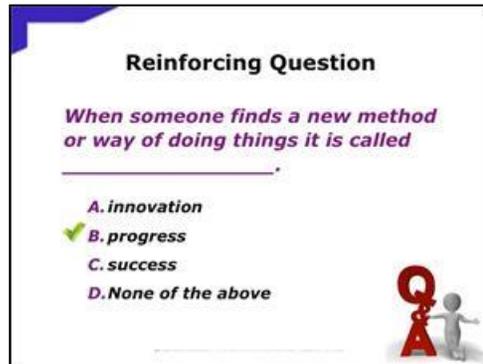
Slide 22 (cont'd) Source: Presentation Zen <http://www.presentationzen.com/presentationzen/2011/03/fall-down-seven-times-get-up-eight-the-power-of-japanese-resilience.html>

Write:

What do you do when something bad happens to you? Do you whine or complain?

What are some ways you can “Fall down seven times, get up eight”?

Slide 23



Reinforcing Question

When someone finds a new method or way of doing things it is called

_____.

- A. *innovation*
- ✓ B. *progress*
- C. *success*
- D. *None of the above*

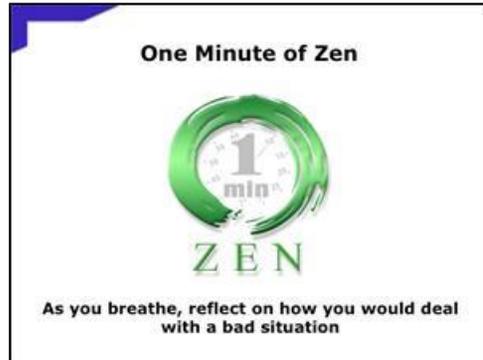


1 Minute

FACILITATE:

ASK students to respond to the Reinforcing question

Slide 24



One Minute of Zen



ZEN

As you breathe, reflect on how you would deal with a bad situation

Reflect on how you would deal rejection of an idea.

Slide 25



PREPARE:

Familiarize yourself with the Part 2 slides of the Lesson Presentation. Associate slides with the Student Learning Activities, allowing them to serve as a guide for you and your students.

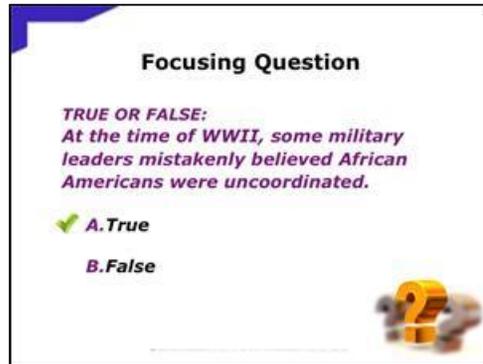
Prep handheld clickers for student use.

2 minutes

FACILITATE:

Explain that groups of people, through their positive leadership attributes, can make history and change the course of a country to a more successful outcome.

Slide 26

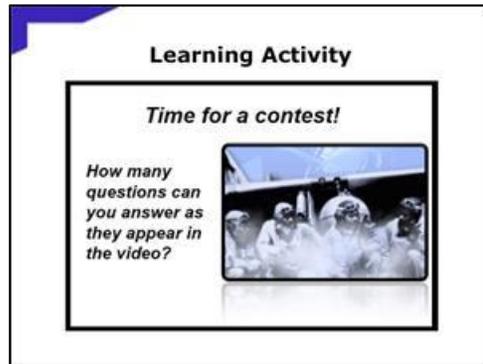


.5 minute

FACILITATE:

Have students respond to the following Focusing Question. You may want to intersperse a comment here from the video clip that they must have never seen a basketball game. This question is intended to start the conversation on how wrong and misguided the thinking was at the time because obviously “uncoordinated” is not something that describes African Americans any more than any of the other negative perceptions at the time.

Slide 27



8 minutes

FACILITATE:

Show the video, and ASK students to fill in the blanks in their SLGs while they watch the video. See handout for answers.

View the short excerpt of the V-NEP film “02 Training the Tuskegee Airmen”

<https://vimeo.com/98054741>

Groups of people, through their positive leadership attributes, can make history and change the course of a country.

Slide 28



Learning Activity

1. The two wars the Tuskegee Airmen fought that became their lasting legacy were one over the skies of _____ to halt brutal Nazi domination, and the second at _____ over the forces of racism and bigotry.
2. The narrator, Colonel Lee (Buddy) _____ reported In 1942 on Christmas Day to Tuskegee, AL and flew over 169 missions in World War II.
3. One of the three things hinted about African Americans in a 1925 War College study was they lacked _____. They must never have seen a basketball game.
4. The 1925 War College study gave offensive, not _____ statements about African Americans.
5. At West Point, Benjamin Davis' fellow cadets did not _____ to him for the four years he attended in order to discourage him and get him to quit.

8 minutes

FACILITATE:

Following the video, show the questions on the following slides and either use the random generator to ask students for correct answers or ask them in turn for the answers. Go on to the next video.

Slide 29



Learning Activity

6. The treatment he received made Benjamin Davis even more _____ to make it.
7. What made Benjamin Davis such an admired leader was leading his _____ and proving their worth, persevering against generations of ingrained racism.
8. His determination and _____ debunked many of the racial stereotypes that existed throughout the military.
9. Over _____ young Black aviators (many killed or wounded) proved their courage and patriotism.
10. The rigors and dangers of flight training and the ever-present ghosts of _____ would drive each man to excel.
11. Because they were so spiteful and mean and rabid in their segregation theory the Army established a whole new base to put the so-called _____ together.

Slide 30



Learning Activity

12. Colonel Charles _____ made the military a career following World War II, served in Korea and Vietnam and holds the highest record of combat missions of any pilot in AF history.
13. Despite the demonstration of courage and determination by the Tuskegee Airmen, the prevailing thought that you were somehow inferior because of your skin meant you could not lead or share leadership with other races took a lot of time to _____.
14. Being _____ gave us strength and that was support for each other – we developed an attitude that together we could get through it and begin to change.
15. At the time as individuals we did not realize the full impact of what the experience was going to mean. We were bonded as close as _____ could be bonded.

Slide 31

Learning Activity

Five more questions will determine the winning group(s)!



8 minutes

FACILITATE:

Show the video *10 Perseverance Pays Off* <https://vimeo.com/98062881>, and ask students to continue to fill in the blanks in their SLGs while they watch the video. Note that this video repeats some of the information on the previous clip. See handout for answers.

Slide 32

Learning Activity

16. Captain Luther Smith was one of the first Black Americans who was trained and commissioned to be a military _____ in the U.S. Air Force.

17. Though we want _____ we tell like we were doing something important in preserving the benefits of freedom.

18. Our country is even more _____ now than it was back in the day of the Tuskegee airmen.

19. It is more important than ever that we realize the happenstance of our _____ does not determine our talents.

20. In terms of perseverance _____ can be overcome if you focus correctly – and not look at the negative – not let obstacles change your course of action is realizing your dreams.

5 minutes

FACILITATE:

Following the video, show these questions and check for correct answers again using the random generator or by calling on students.

Tally the score and congratulate the class if most answers were correct and recognize those with the most correct answers. If many were not correct show the videos again and solicit answers. See handout for answers.

Slide 33

Learning Activity Groups

Now it is time to put our heads together!
Divide into groups
Let the discussions begin!



1. What leadership skills did Benjamin Davis and Lee "Buddy" Archer and the other Tuskegee Airmen possess?
2. How did the Tuskegee Airmen change the way the military treated African Americans?
3. How can you as leaders work to overcome barriers that exist in your schools and communities today?
4. What is perseverance and how can you focus correctly and realize your dreams?

10 minutes

FACILITATE:

ASSIGN one or two questions to each team. ASK students to discuss and report their answers to the class.

Time for Teams!

Discuss the question(s) assigned to your group and report your answers to the class:

- What leadership skills did Benjamin Davis and Lee "Buddy" Archer and the other Tuskegee Airmen possess?
- How did the Tuskegee Airmen change the way the military treated African Americans?
- How can you as leaders work to overcome barriers that exist in your schools and communities today?
- What is perseverance and how can you focus correctly to realize your dreams?

Slide 34

Reinforcing Question

Upon returning home, the Tuskegee Airmen:

- A. Were treated as heroes*
- B. Returned to a desegregated America*
- C. Rose through the ranks of American society*
- ✓ D. Received no recognition*



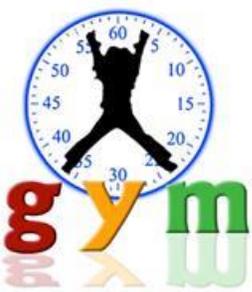
1 Minute

FACILITATE:

ASK students to respond to the Reinforcing question

Slide 35

JAMmin' Minute® or OMOG



Slide 36

LEADERSHIP
In a Diverse World



LEADERSHIP **SUCCESS**

Define Leadership
& Success

Leadership and Success

2 minutes:

PREPARE:

Familiarize yourself with the Part 3 slides of the Lesson Presentation. Associate slides with the Student Learning Activities, allowing them to serve as a guide for you and your students.

Prep handheld clickers for student use.

Slide 37

Focusing Question

During World War II, women and minorities made economic gains mainly because:

- A. a shortage of traditional labor created new opportunities in the workplace
- B. more educational opportunities increased the number of skilled workers in these groups
- C. labor unions successfully demanded equal opportunities for these groups
- D. new civil rights legislation forced businesses to change their hiring practices



.5 minute

FACILITATE:

Have students respond to the following Focusing Question.

Slide 38

Learning Activity

Leadership through Adversity



10 minutes

FACILITATE:

SHOW the embedded video, 06 Post war Segregation Integration <https://vimeo.com/98056747>
HAVE students answer the questions in their SLGs as True or False as they watch the video.

Go on to the next slides and go over the answers with the class.

- T F 1. Segregation and integration – others came home heroes with celebrations and bands – not so for the Tuskegee Airmen – they came home to the same segregation as before the war.
- T F 2. The people could not see beyond their blind racism – they did not see the colors of uniforms and medals – the only color they saw was the color of their skin.
- T F 3. All soldiers could sleep and eat in any hotel or restaurant on their travels, no matter their skin color.
- T F 4. Civilian airlines were hiring any pilot from the war because of their experience.
- T F 5. In 1947 the air corps separated from the Army and became the US Air Force and was the first segregated military service.
- T F 6. Once the Air Force became segregated, all military services integrated.
- T F 7. President Harry Truman issued an executive order mandating that all the services integrate (July 28, 1948 Executive Order 9981 was signed by President Truman). Recognized that race was no measure of a person’s worth
- T F 8. It took many more years, more sacrifices, and tests of their resolve and determination before African Americans would be fully

Slide 38
(cont'd)

accepted as equals in the ranks of the military.

T F 9. Narrator Luther H Smith said the beginning was in the skies over Europe when the white bomber crews, recognizing the value of the Black escort pilots, said they were equal to anybody else and the airmen deserved an opportunity – everything that America stood for. And that was the first step and became a realization in America.

T F 10. With the stroke of a pen President Truman immediately stamped out segregation and racism in America.

Slide 39

Learning Activity
Leadership through Adversity

A or + = True
B or - = False

1. Segregation and integration – others came home heroes with celebrations and bands – not so for the Tuskegee Airmen – they came home to the same segregation as before the war.
2. The people could not see beyond their blind racism – they did not see the colors of uniforms and medals – the only color they saw was the color of their skin.
3. All soldiers could sleep and eat in any hotel or restaurant on their travels, no matter their skin color.
4. Civilian airlines were hiring any pilot from the war because of their experience.

10 minutes

FACILITATE:

Go over the questions and answers with the class

Answers:

- True
- True
- False
- False

Slide 40

Learning Activity
Leadership through Adversity

A or + = True
B or - = False

5. In 1947 the air corps separated from the Army and became the US Air Force and was the first segregated military service.
6. Once the Air Force became segregated, all military services integrated.
7. President Harry Truman issued an executive order mandating that all the services integrate (July 28, 1948 Executive Order 9981 was signed by President Truman). Recognized that race was no measure of a person's worth.
8. It took many more years, more sacrifices, and tests of their resolve and determination before African Americans would be fully accepted as equals in the ranks of the military.

Answers

- True
- False
- True
- True

Slide 41

Learning Activity A or = True
B or = False

Leadership through Adversity

9. Narrator Luther H Smith said the beginning was in the skies over Europe when the white bomber crews, recognizing the value of the Black escort pilots, said they were equal to anybody else and the airmen deserved an opportunity – everything that America stood for. And that was the first step and became a realization in America.

10. With the stroke of a pen President Truman immediately stamped out segregation and racism in America.



FACILITATE:

Ask how many got 6 correct – go on until you ask how many got 10 correct (if using clickers show the results). Congratulate them!

Answers:

- True
- False

Slide 42

Learning Activity Groups



Executive Order 9981

15 minutes

FACILITATE:

The background of Executive order 9981 is available in a handout. Read the handout or ask students to assist in reading it. Then ASK students to read the bullets in their SLGs taking turns and out loud in the graphic organizer in their SLGs regarding Executive Order 9981. DISCUSS the two questions as a class.

On July 26, 1948, President Harry S. Truman issued Executive Order 9981, which prohibited racial, ethnic, and religious discrimination in the armed forces. It mandated “equality of treatment and opportunity for all persons in the armed services without regard to race, color, religion or national origin,” thus paving the way for the end of segregation in the military. Although some all-black units continued to exist through the Korean War, the last of those units was eliminated in 1954.

Executive Order 9981The origins of Executive Order 9981 lay in an earlier order, 9908, which Truman issued in December 1946. That order authorized the creation of the President’s Committee on Civil Rights, charged with investigating the condition of African-Americans in the country and to submit recommendations on how their situation might be improved. The committee’s final report, “To Secure these Rights,” was published in October 1947, and one of its primary recommendations was that the federal government eliminate segregation within those agencies under its control—including the armed forces.

Truman issued Executive Order 9981 for both idealistic and practical reasons. He seems to have been genuinely impressed by the contributions of black soldiers in World War II, and outraged by stories of ill treatment of African-American troops upon their return home. He was moved in particular by the story of Isaac Woodard, a black sergeant in the U.S. Army, who only hours after being discharged was

Slide 42 (cont'd) beaten and blinded by a group of police officers in South Carolina. Police Chief Linwood Shull was arrested after the attack, but even after admitting that he had struck Woodard repeatedly in the eyes with his nightstick, he was found not guilty of all charges.

However, there was also some political motivation behind Truman's order. The president was facing reelection in November 1948, and the conventional wisdom that summer was that the likely Republican challenger, New York Governor Thomas Dewey, was going to have little difficulty unseating him. Truman's best hope for victory lay in reassembling the old New Deal coalition, which included union labor, farmers, and African-Americans. However, after the death of Roosevelt in 1945 many blacks seemed to be reverting to their old loyalty to the Republican Party. Dewey in particular was an attractive candidate for African-Americans, since as governor of New York he had signed into law the first statewide civil rights legislation in the country. By prohibiting racial discrimination in the armed forces, Truman was able to keep enough of the black vote in the Democratic camp that he was able to secure reelection in 1948.

____ 1. Did President Truman go along with the prejudices of the day or did he listen to reports of unequal treatment as African American Soldiers returned from World War II?

____ 2. What are some events occurring politically right now that are similar to this presidential executive order?

Slide 43



PREPARE:

Separate the class into four groups.

15 minutes

FACILITATE:

Assign each group one of the Tuskegee Airmen. Ask them to read the biographies and each group member select a fact about their assigned aviator to present to the class. Once students have prepared their presentations ask each group to present in turn.

Benjamin O. Davis, Jr.

General Davis's father, Benjamin O. Sr. was a General in the Army who instilled in his son the **virtues of** hard work, self-discipline, and self-respect. Davis graduated from West Point in 1936. He was 35th in a class of 276 after four years of the silent treatment where no one talked to him, he ate by himself, he had a room by himself, and he swam by himself. He **persevered**. After graduation he tried to enter the Army Air Corps but was rejected because there were no plans to accept Negroism. President Franklin Delano Roosevelt wrote a Directive creating the First Negro Flying Squadron (99th) with Benjamin O. Davis Jr. as the Commander. Colonel Davis subsequently became the Commander of the famous 332nd Fighter Group that escorted over 200 Bomber Missions over Europe while establishing a record that will never be equaled. His **determination and patience** paid off.

Slide 43
(cont'd)

Luther Smith

Capt. Smith was assigned to the 332nd Fighter Group operating in Europe and flew 133 combat missions. His **courage** and **determination** were evident as he is credited with 12 enemy aircraft kills before being shot down over Zagreb, Croatia, in 1944. Capt. Smith parachuted from his damaged aircraft and severely injured his leg after landing in a tree. Capt. Smith was captured by the Germans and held seven months in a prisoner of war camp.

During a dedication ceremony of the P-51D replica bearing Capt. Smith's name and plane number held at the 132nd Fighter Wing, Des Moines, Iowa on November 9, 2002, Capt. Smith explained in detail his life growing up in Des Moines and his experiences as a Tuskegee Airman (his calmness through difficulty – **patience**, and his **assertiveness** to pursue his dreams) to the crowd of 300.

Capt. Smith related that his treatment by his captors was at times better than the other pilots that he was housed with because he was African-American; he felt his captors treated him as a celebrity, often receiving larger food rations, and playing cards with his captors. Due to the his damaged leg and his captors' limited medical abilities, he lost over 70 pounds, almost losing his life during his captivity and ending his flying career. Capt. Smith's closing comment to the group amplified the feelings of the other Tuskegee Airmen present during the ceremony, "In 1941 nobody wanted the Tuskegee Airmen, and in 1945 only the Nazis didn't want us."

Charles McGee

Charles E. McGee, one of the famed "Tuskegee Airmen," served as a fighter pilot during World War II, Korea, and Vietnam. He achieved the highest three-war fighter mission total of any Air Force aviator. In 1942 and 1943, McGee attended flying training at Tuskegee Field, Alabama, and Selfridge Field, Michigan. McGee flew his first combat mission on February 14, 1944, conducting coastal and tactical patrols over Italy. He completed 136 combat missions flying the P-39Q Airacobra, P-47D Thunderbolt, and P-51 Mustang, escorting B-24 Liberator and B-17 Flying Fortress bombers over Germany, Austria, and the Balkans; and conducting low-altitude strafing missions over enemy airfields and rail yards. The mission on August 23, 1944, stands out as a highlight of his World War II career. While escorting B-17s over Czechoslovakia, he engaged a threatening formation of German fighters and downed a Focke Wulf 190. During World War II, the Tuskegee Airmen demonstrated exceptional tenacity and **courage** while fighting a war against both the Axis powers in Europe and racism in the United States. In the face of discrimination and bias, the Tuskegee Airmen flew 200 bomber escort missions against some of the most heavily defended targets in the Third Reich, and they never lost a single bomber to enemy fighters. This accomplishment provided compelling evidence leading to the integration of all US armed forces and stands today as a convincing testament to their **perseverance** and aerial prowess. Due to racial policies that still existed after World War II, McGee faced an uncertain future upon his return.

Lee "Buddy" Archer

Born in Yonkers, New York September 6, 1919 - January 27, 2010. Lee A. "Buddy" Archer served as a member of the distinguished Tuskegee Airmen who garnered an outstanding combat record in World War II.

After excelling in high school, he enrolled in New York University to study International Relations. In early 1941, sensing war was imminent; he applied for pilot training in the US Army Air Corps. Although he passed the mental and physical examinations, he was refused

Slide 43 (cont'd) appointment because government policy at the time did not allow black citizens to serve in the Army Air Corps. Archer went into the Army as a regular enlistee. In May 1942, while stationed at Camp Wheeler, Georgia, Archer heard the Army Air Corps was finally accepting black candidates for pilot training under the "Tuskegee Experiment." He did not let previous rejection cause him to be negative; he moved forward with a **positive** attitude and immediately reapplied. In July 1943, Archer earned his wings, and was commissioned as a second lieutenant. He flew a total of 169 combat missions, including bomber cover, convoy escort, scrambles, and reconnaissance. Like the others, he did not worry about the future, promotions, or glory – **he took care of what he needed to in the moment.**

Slide 44

Reinforcing Question
Which of the following statements is true:

- A. Just because everyone says something is right does not mean it is.*
- B. People should be recognized for their character not judged by their happenstance of birth.*
- C. It is important to examine and re-examine what you have always understood to be true.*
- D. All of the above*



1 Minute

FACILITATE:

ASK students to respond to the Reinforcing question

Slide 45

One Minute of Zen

As you breathe, reflect on the kind of person you want to become.



Reflect on the kind of person you want to become.

Slide 46



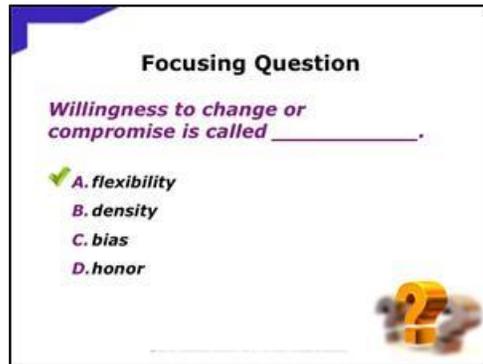
2 minutes:

PREPARE:

Familiarize yourself with the Part 4 slides of the Lesson Presentation. Associate slides with the Student Learning Activities, allowing them to serve as a guide for you and your students.

Prep handheld clickers for student use.

Slide 47



.5 minute

FACILITATE:

Have students respond to the following Focusing Question.

Slide 48



PREPARE:

Divide the class into groups and have them sit at a table or place all desks facing each other so that a table is formed in each group.

Give each group 10 marshmallows, 10 pieces of uncooked spaghetti and 4 large marshmallows.

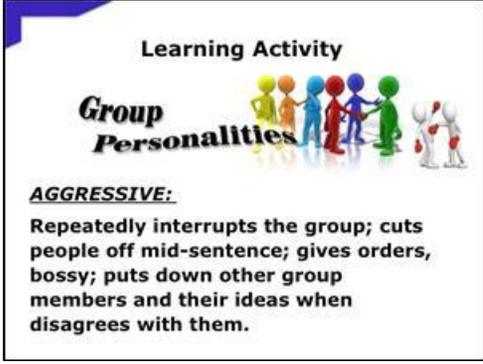
10 minutes

FACILITATE:

Explain to the students that they will be working in small groups to create the biggest, stand alone (can't be leaning) structure they can possibly build using the materials on the table in 8 minutes. Explain that only one student in the group can touch the materials at a time and after putting a few pieces together, that student must pass it to the person on his or her left. This way only one person is building at a time and everyone will be given a chance to participate.

The rest of the group members need to provide guidance to the student who is constructing the

____ 1. How did you decide what "big" meant?

<p>Slide 48 (cont'd)</p>	<p>_____ 2. How did you decide what type of structure it would be (what it would look like)?</p> <p>_____ 3. How did you decide to proceed with your turn and where to place the items?</p> <p>_____ 4. How did you decide you were finished with your turn?</p> <p>_____ 5. Was there a group leader? If so, whom?</p>	<p>building.</p> <p>After 5 minutes, have the students move around to view each group's structure. Have students answer the first five questions in their Student Learning Guide.</p>
<p>Slide 49</p>	 <p>Learning Activity</p> <p>Group Personalities</p> <p><u>PASSIVE:</u> Does not participate in discussions; goes along with whatever is happening; adds little to the group; is bossed around by other group members.</p>	<p><u>FACILITATE:</u> EXPLAIN that we all have group personalities and that some students are more passive than others. Discuss what it means to be passive.</p>
<p>Slide 50</p>	 <p>Learning Activity</p> <p>Group Personalities</p> <p><u>AGGRESSIVE:</u> Repeatedly interrupts the group; cuts people off mid-sentence; gives orders, bossy; puts down other group members and their ideas when disagrees with them.</p>	<p><u>FACILITATE:</u> EXPLAIN that we all have group personalities and that some students are more aggressive than others. Discuss what it means to be aggressive.</p>

Slide 51

Learning Activity

Group Personalities



ASSERTIVE:
Expresses opinion, but listens to others' opinions as well. Speaks up about wants and needs, but considers and listens to the rights, needs, and wants of others. Self-confident and decisive, but not aggressive.

FACILITATE:

EXPLAIN that we all have group personalities and that some students are more assertive than others. Discuss what it means to be assertive.

_____ 6. Check how you believe you contributed to the Marshmallow Building Activity

PASSIVE: Did not participate in discussions; went along with whatever was happening; added little to the activity; was bossed around by other group members.

AGGRESSIVE: Repeatedly interrupted the group; cut people off mid-sentence; gave orders, bossy; put down other group members and their ideas when disagreed with them.

ASSERTIVE: Expressed opinion, but listened to others' opinions as well. Spoke up about wants and needs, but considered and listened to the rights, needs, and wants of others. Was self-confident and decisive, but not aggressive.

_____ 7. What category would most of your group members fall into?

_____ 8. What type of person would you want leading you?

_____ 9. What type of leaders were the Tuskegee Airmen?

Slide 52

Learning Activity

Groups



"When one eye is fixed upon your destination, there is only one eye left with which to find the Way."

© 'Zen in the Martial Arts' by Joe Hyams

Retrieved from:
<http://dmiffis.wikispaces.com/file/view/December+Newsletter.pdf>

PREPARE:

Divide students into four groups (if you have fewer groups assign each group more than one question; if more than four groups assign the same question to more than one group).

10 minutes

FACILITATE:

Read the story aloud as students read along in their SLGs (they may take turns reading if you choose).

Assign each group a question and tell them to be prepared to report out. Circulate the class offering more information as needed. Note that with all the emphasis on goal setting it may seem

A young boy traveled across Japan to the

Slide 52
(cont'd)

school of a famous martial artist. When he arrived at the dojo (a room where martial arts are practiced) he was given an audience by the sensei (teacher).

“What do you wish from me?” the master asked.

“I wish to be your student and become the finest Karateka (karate master) in the land,” the boy replied. “How long must I study?”

“Ten years at least,” the master answered.

“Ten years is a long time,” said the boy.

“What if I studied twice as hard as all your other students?”

“Twenty years,” replied the master.

“Twenty years! What if I practice day and night with all my effort?”

“Thirty years,” was the master’s reply.

“How is it that each time I say I will work harder, you tell me that it will take longer?” the boy asked.

“The answer is clear. When one eye is fixed upon your destination, there is only one eye left with which to find the Way.”

to them you are saying not to focus on goals. That is not the case. You are emphasizing that to find their way to their goals they need to focus on what they are doing in the present.

_____10. What does it mean to “be in the moment”?

_____11. Can someone be too ambitious?

_____12. What are some of the things we sometimes forget to do (now) when we have our eyes too fixed on the future?

_____13. Why may it take longer for us to reach a goal if we are too fixed on the outcome?

‘Zen in the Martial Arts’ by Joe Hyams (p.95). Retrieved from <http://dmlfns.wikispaces.com/file/view/December+Newsletter.pdf>

Learning Activity

What does it mean to “be in the moment” (not thinking so much about the past or the future that you are not dealing with what is real).

Can someone be too ambitious?



_____ 10. What does it mean to “be in the moment?”

_____ 11. Can someone be too ambitious?

5 minutes

FACILITATE:

Ask group one to report out followed by group 2

To be in the moment is to let all else go. It means letting go of your past, your connection to what was, so that you no longer drift backwards in time. Being present means no longer jumping ahead to the future because projecting the present into the future in any way is not real. If we get out of our heads and emotional attachments, we can just exist as we are, where we are. We can live without destroying the reality we are living in. How often have you spent a day worrying about what might happen? How often have you given yourself over to your memories, daydreaming, regretting, or imagining something to have been different? What did you miss during that day? Anytime we pull ourselves away from reality, we are existing in a place that is not part of what is real. This place is us going into the future or the past, whether by thought or emotion, and thus pulling ourselves away from now.

Have you ever spent a whole day attached to some thought or emotion, and before you knew it, you missed the day you were in? So often this happens because we let ourselves float off on tangents because of our fears, hopes, worries, thoughts, or emotions. Anything we do that takes us away from now is us not living in reality. Reality is only the moment you are in, nothing more. Your ideas for the future are not real, for the future hasn’t happened yet. Your attachments to your past are gone because your past no longer exists. The only time that truly exists is now. Even if you are present, are you still thinking about something other than where you are? Are you missing now? Are your emotions overriding your present state, and are they unattached to what is really happening now? When we live in the moment, we are not only present in reality, but we are clearer because there is nothing in the way. There are no emotions or thoughts to pull us away; it is us just being present the moment and nothing more.

Source: Published on *SelfGrowth.com* (<http://www.selfgrowth.com>) authors *Adam Benedetto and Zoe Young at Answers in Writing* <https://www.answersinwriting.com>

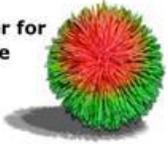
You can be too ambitious by thinking so much about what you want, you fail at doing what is necessary in the present to help you with relationships, grades, etc. that will help you reach your goals!

Slide 54

Learning Activity

What are some of the things we sometimes forget to do (now) when we have our eyes too fixed on the future?

Why may it take longer for us to reach a goal if we are too fixed on the outcome?



_____12. What are some of the things we sometimes forget to do (now) when we have our eyes too fixed on the future?

_____13. Why may it take longer for us to reach a goal if we are too fixed on the outcome?

FACILITATE:

Ask group 3 to report out followed by group 4

_____12. What are some of the things we sometimes forget to do (now) when we have our eyes too fixed on the future?

You can be thinking so much about the future you forget to do all the things you need to do now to create good relationships, to help around the house, to study so you make good grades.

_____13. Why may it take longer for us to reach a goal if we are too fixed on the outcome?

If you are only thinking about what you want, your emotions and ambitions could make you ineffective today. You need to do a good job today to end up where you want to be in the future. If you are just dreaming about what you want and not doing the things you need to do today to not only achieve what you want in the future, but to also be productive in the present, the outcome will not be what you wished for.

Slide 55

Learning Activity

Personal Listening Inventory

My positive effect (through my listening skills) on those who are close to me

My positive effect (through my listening skills) on others

Good Leaders  are good listeners



_____14. Fill out your Personal Listening Inventory.

8 minutes

FACILITATE:

- HAVE students create one large circle, standing front to back with the next person in the circle.
- Explain to the students that they will be telling each other their leadership qualities. They are to explain these qualities with the person in front of them, while at the same time, listening to the person in back of them explain their qualities.
- Discuss how hard it was to listen while talking and how often we might be trying to form a response in our head and not really listening to the person talking.
- Explain this is why we need to develop good listening skills.

Slide 56

Learning Activity
Leadership Reflection

Perseverance (continuing in the face of difficulty)
Courage (facing your fears)
Being in the moment (doing what needs to be done now – not living in the past or the future)
Assertive (Self-confident and caring)
Good listener (truly listens to others and has a huge positive effect on others)
Determined (acting with purpose)
Patient (calm through pain or difficulty)
Positive (motivated toward success)



8 minutes

FACILITATE:

REVIEW the characteristics with the students. DISCUSS how they have seen each of them in one or two of the characters they have been studying. ASK them how they have observed some of the different characters exemplify them (review the narratives under the individuals and note the words in bold).

ASK them to write in their SLGs a few ways they exemplify the characteristics.

_____15. How did JK Rowling exemplify one of these characteristics?

_____16. How did the Tusgeege Airmen exemplify one of these characteristics?

_____17. How did President Truman exemplify one of these characteristics?

_____18. How do YOU exemplify these characteristics?

Slide 57

Reinforcing Question

TRUE OR FALSE:
Successful leadership can be developed.

✔ **A. True**
B. False

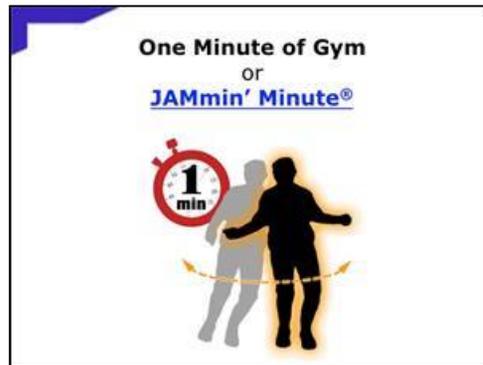


1 Minute

FACILITATE

ASK students to respond to the Reinforcing question

Slide 58



Slide 59



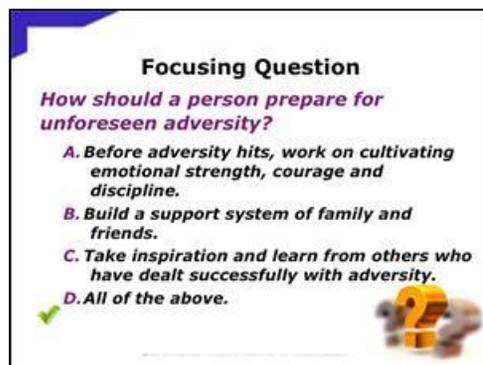
2 minutes:

PREPARE:

Familiarize yourself with the Part 5 slides of the Lesson Presentation. Associate slides with the Student Learning Activities, allowing them to serve as a guide for you and your students.

Prep handheld clickers for student use.

Slide 60



.5 minute

FACILITATE:

Have students respond to the following Focusing Question.

Slide 61

Learning Activity

What do you know about the past/ present involvement of women in the military?



Today many women have prepared to have a military career; In the past most rose to the challenge without formal military training.

1 minute

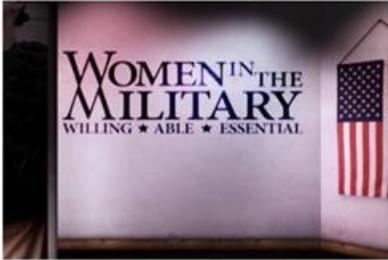
FACILITATE:

TELL students they are about to watch a video from the American Revolution and one from World War I to help them understand the role women have historically played in the country's wars

Slide 62

Learning Activity

The Revolutionary War



10 minutes

PREPARE:

Set up video

FACILITATE:

SHOW the video: Revolutionary War: <https://vimeo.com/98044189> (3:56). ASK students to follow along in Part 5 of their SLGs filling in the blanks as they listen. When complete review the questions that follow on the next three slides. Answers are in the handout, R - C3M1L3 – Script with Answers Rev War. Ask how many got them all correct.

Slide 63

Learning Activity

1. "Molly Pitcher" describes women who would:

- A. Work as nurses on the battlefields
- B. Disguise themselves as men in order to fight
- C. Carry water to soldiers and cool cannons between fire
- D. Sew patches into the men's uniforms



FACILITATE:

Have students respond to the following questions.

Slide 64

Learning Activity

2. During the Revolutionary War, many women followed male family members into war because they _____.

- ✓ A. were too poor to live on their own.
- B. missed their husbands/brothers/fathers.
- C. did not want to be home alone.
- D. were bored.



Slide 65

Learning Activity

3. George Washington had to get special permission from the Continental Congress for women to:

- ✓ A. Serve as nurses
- B. Fight on the front lines
- C. Join their husbands, brothers, and fathers in war
- D. Disguise themselves as men



Slide 66



PREPARE:

Familiarize yourself with basics of what caused WWI and who fought in it.

5 minutes

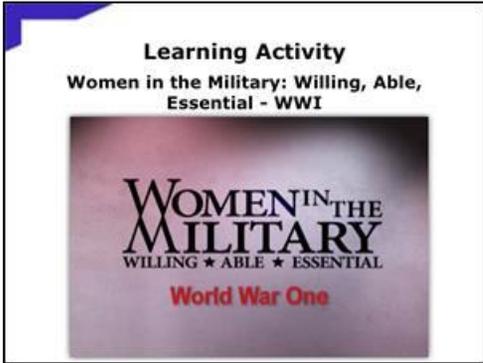
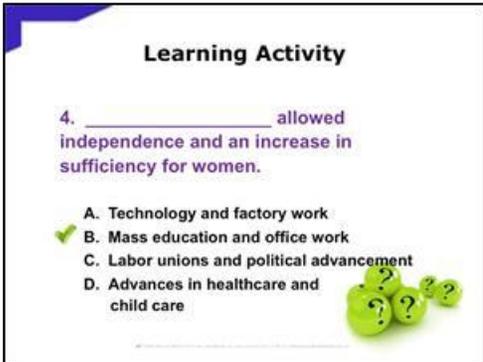
FACILITATE:

PROVIDE a quick background of WWI Using the map on the slide.

Before showing the video explain to students that the simplest answer to why WWI started is that Franz Ferdinand, the archduke of Austria-Hungary was assassinated by a Serbian terrorist. Austria and Hungary at the time was an empire that annexed Bosnia that belonged to the Ottoman Empire (mainly Turkey). The Austro-Hungarians were worried that the Serbians would unite all of the Slavs in Europe, which could threaten the Hungarian part of their empire. Russia was mad because they saw the Balkans as part of their empire.

Russia mobilized troops, which caused the Germans who were allies of the Austro-Hungarian empire to declare war on Russia and its ally France. When Germans crossed through Belgium to attack France, the British entered the war against Germany in 1914. Eventually Japan, Serbia, Portugal, Romania, Italy, China, and the United States joined the *Allies* (Britain, France, and Russia). The Ottoman Empire cast its lot with the *Central Powers* (Germany and Austro-Hungary). In 1915, the British passenger liner, the Lusitania was sunk by the Germans killing 128 Americans. The US entered the war in 1917 despite many protests by its citizens wanting to remain neutral. By 1918 four empires had collapsed because of the war: the Russian, Ottoman, the German, and the Austro-Hungarian.

In 1919 the Treaty of Versailles ended the war. It was brutal toward Germany requiring it to take all

<p>Slide 66 (cont'd)</p>		<p>of the blame for the war and to make reparations (paying money and helping the other countries), surrendering some of its land and African colonies, and limiting the size of its military. The treaty also created the League of Nations to prevented all future wars. The US never joined the league and Germany, Japan, and Italy withdrew between 1933 and 1936 (enabling them to expand and ultimately cause WWII). If the treaty of Versailles had not been so hard on Germany, Hitler may not have risen to such power to fight for their dignity and place in the world.</p>
<p>Slide 67</p>		<p>7 minutes <u>FACILITATE:</u> SHOW the Video – Women in the Military WWI. ASK students to follow along in Part 4 (WW I) of their SLGs filling in the blanks as they listen. When complete review the questions that follow on the next two slides. Answers are in the handout, R - C3M1L3 – Script with Answers WW I. Ask how many got them all correct.</p>
<p>Slide 68</p>		<p>1 minute <u>FACILITATE:</u> ASK questions regarding facts in the video and the written script (the date 1920 is added in the script)</p>

Slide 69

Learning Activity

5. In _____, women achieved the right to vote

- A. 1917
- B. 1918
- C. 1919
- D. 1920



Slide 70

Reflection

6. *Reflect on women's contributions to society and their role in civilian and military leadership positions today.*



3 Minutes

FACILITATE:

Allow students 3 minutes to write out their reflections. You can opt to make this the focus of an OMOZ instead.

Slide 71

Learning Activity

7. Adversity is _____.

- A. the inability to add or subtract
- B. an unfortunate circumstance
- C. advances in medicine
- D. transportation in a city



Learning Activity Groups

Similarities between the struggles of African Americans and women

- 1.
- 2.
- 3.
- 4.
- 5.

What is happening today?

Report out!

MOBI

____ 8. In your groups DISCUSS the similarities between the struggles of African Americans and women as they faced adversity and fought for their place in American society.

____ 9. What is happening today with these groups of people?

PREPARE:

Note: this subject could be sensitive so proceed understanding that students may repeat insensitive things they have heard so be ready for that discussion. ASSIGN students to groups

8 minutes

FACILITATE:

ASK students to develop at least five ways African Americans and women faced adversity and successfully fought for their place in American society. What is happening today with these groups of people?

Report out!

- Both faced unacceptance
- Were discriminated against
- Were not allowed to participate fully
- Did not let discrimination stop them
- Had spokespersons to help them
- Would not have been accepted to serve if the country did not need them
- Were honorable in the face of adversity
- Proved themselves through strength of character
- Had positive attitudes
- Lived in the moment while working toward future goals
- Were courageous
- Were patient
- Were assertive
- Were determined
- Persevered
- Worked hard
- Had self-respect even if others did not respect them
- Did whatever it took
- Led the way for future generations

Slide 73

Learning Activity

Preparing for the Unexpected

- Perseverance
- Courage
- Being in the Moment
- Assertive
- Good Listener
- Determined
- Patient
- Positive

Dealing with Adversity *INSERT LINK*

____10. Fill out the “Dealing with Adversity” handout.

5 minutes

FACILITATE:

Have students complete the “Dealing with Adversity” handout in class if time or for homework. CALL on a few students to report out.

Slide 74

Assessment Task

Criteria	Ratings
1 identify the skills of Tuskegee Actmen	Met Not Met
2 discuss past and current barriers that impede leadership recognition	Met Not Met
3 analyze why integration of Armed Forces was ceased	Met Not Met
4 reflect on your leadership character strengths	Met Not Met
5 relate contributions of women to war efforts	Met Not Met
6 summarize society's view of women during times of war	Met Not Met
7 describe how women overcame adversity during times of war	Met Not Met
8 compare the struggles of African Americans and women as they fought for their place in American society	Met Not Met
9 describe what is happening today with these groups of people	Met Not Met
10 analyze how you and one of your heroes would deal with adversity	Met Not Met

INSERT LINK

____11. COMPLETE the Define Leadership and Success Assessment Task

Defining Goals for Leadership and Success

Slide 75

Directions

The assessment for this lesson will require that you do the following activities outlined in your Student Learning Guide:

- Identifying leadership skills and adversity of notable Americans
- Writing about how segregation in the armed forces ended
- Reflecting on your personal character strengths
- Completing a Personal Inventory
- Analyzing the historic roles of women during times of war
- Comparing struggles of underserved groups

The criteria below will serve as a guide for receiving a grade for this lesson.

Target Course Competencies

C3M1L3: Refine your goals for leadership and success

Scoring Guide

One Minute of Zen

1 min

ZEN

As you breathe, reflect on how to deal with adversity.